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ABSTRACT

This music education guide, for use in grades 4-6, is one of a series of guides, K-12, that were developed by teachers to help introduce environmental education into the total curriculum. The guides are supplementary in design, containing a series of episodes (minilessons) that reinforce environmental concepts and theories by developing ecology-related aesthetic values. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Although the same concepts are used throughout the K-12 program, emphasis is placed on different aspects of each concept at different grade levels or in different subject areas. This guide focuses on aspects such as music appreciation and listening. Most of the 12 concepts are covered in one of the episodes contained in the guide. Further, each episode offers subject area integration, subject area activities, interdisciplinary activities, cognitive and affective behavioral objectives, and suggests references and resource materials useful to teachers and students. (Author/TK)

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ENVIRONMENTAL EDUCATION GUIDE

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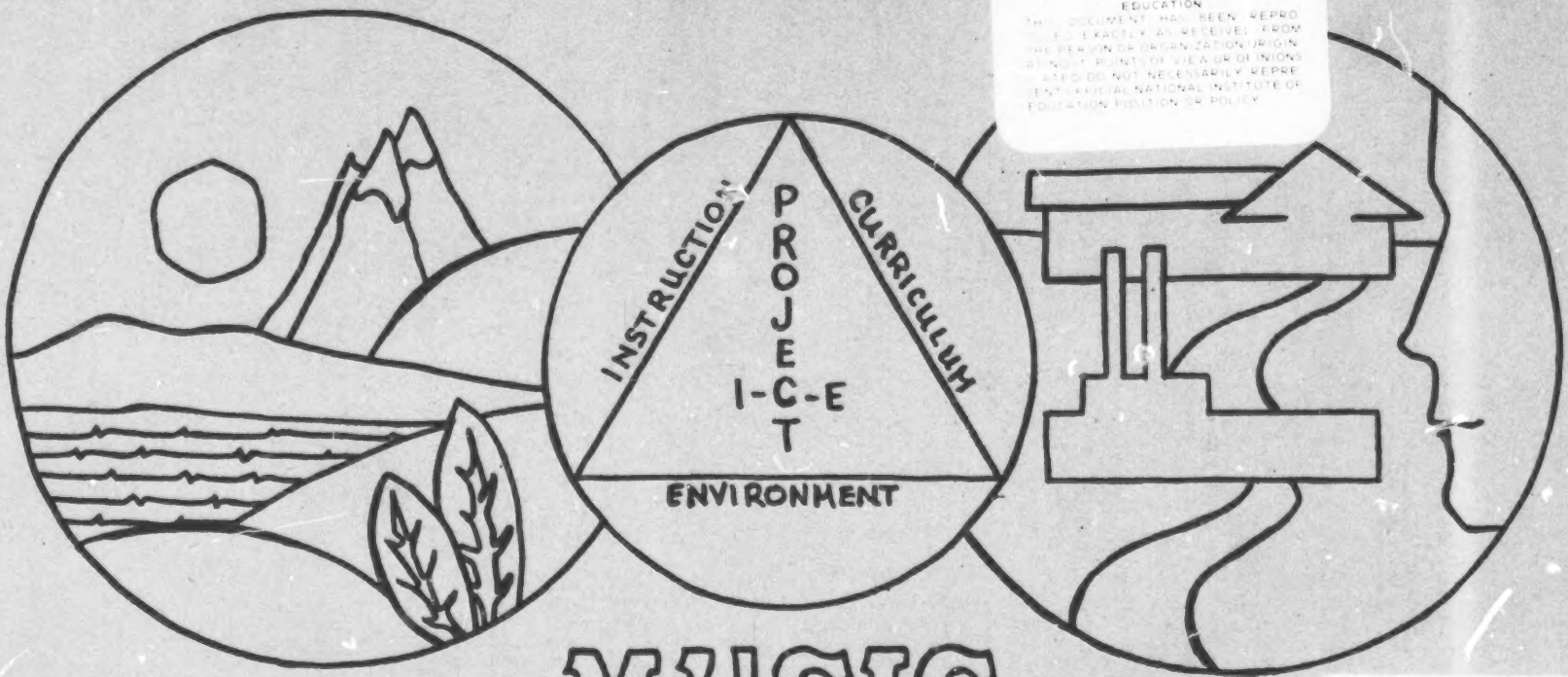

MUSIC 4-6

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PREFACE

Music as an art form best serves the purposes of ecology by developing in the students, ecology-related aesthetic values. The music program as a reinforcement of the concepts, theories, and practical applications taught in other subjects provides a further service to the cause of ecology.

The music teacher must have an awareness of, a desire to become involved in, and a realization of the urgency of ecological concerns. These lesson plans and episodes are suggested avenues to be explored. Further, our hope is that teachers avoid a contrived use of this guide, but, rather, let it stimulate thinking and serve as both a reference point and a point of departure for music and classroom teachers.

For us, music is a vocation. For many, it is an avocation or non-polluting activity, depleting little or none of our natural resources while offering satisfaction for deeper human needs.

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FORWARD TO PROJECT I-C-E ENVIRONMENTAL EDUCATION GUIDES

In 1969, the First Environmental Quality Education Act was proposed in the United States Congress. At the time of the introduction of that legislation, I stated:

"There is a dire need to improve the understanding by Americans of the ominous deterioration of the Nation's environment and the increasing threat of irreversible ecological catastrophe. We must all become stewards for the preservation of life on our resource-deficient planet."

In the three years since the Environmental Education Act was passed by the Congress, much has happened in the United States to reinforce the great need for effective environmental education for the Nation's young people. The intensive concern over adequate energy resources, the continuing degradation of our air and water, and the discussion over the economic costs of the war against pollution have all brought the question of the environmental quality of this nation to a concern not merely of aesthetics but of the survival of the human race.

The intense interest by the public in the quality of our lives as affected by the environment clearly indicates that we cannot just use incentives and prescriptions to industry and other sources of pollution. That is necessary, but not sufficient." The race between education and catastrophe can be won by education if we marshall our resources in a systematic manner and squarely confront the long-term approach to saving our environment through the process of education.

As the incessant conqueror of nature, we must reexamine our place and role. Our world is no longer an endless frontier. We constantly are feeling the backlash from many of our ill-conceived efforts to achieve progress.

Rachel Carson's theme of "reverence for life" is becoming less mystical and of more substance as our eyes are opened to much of the havoc we have wrought under the guise of progress. A strong commitment to an all-embracing program of environmental education will help us to find that new working definition of progress that is a pre-requisite to the continued presence of life on this planet.

- Senator Gaylord Nelson

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DIRECTIONS FOR USING THIS GUIDE

This guide contains a series of episodes (mini-lesson plans), each containing a number of suggested in and out of class learning activities. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Further, each episode offers subject area integration, multi-disciplinary activities, where applicable, both cognitive and affective behavioral objectives and suggested reference and resource materials useful to the teacher and students.

1. This I-C-E guide is supplementary in design--it is not a complete course of study, nor is its arrangement sequential. You can teach environmentally within the context of your course of study or units by integrating the many ideas and activities suggested.

2. The suggested learning activities are departures from regular text or curriculum programs, while providing for skill development.

3. You decide when any concepts, objectives, activities and resources can conveniently be included in your unit.

4. All episodes can be adapted, modified, or expanded thereby providing great flexibility for any teaching situation.

5. While each grade level or subject area has its own topic or unit emphasis, inter-grade coordination or subject area articulation to avoid duplication and overlap is highly recommended for any school or district seeking effective implementation.

This total K-12 environmental education series is the product of 235 classroom teachers from Northeastern Wisconsin. They created, used, revised and edited these guides over a period of four years. To this first step in the 1,000 mile journey of human survival, we invite you to take the second step--by using this guide and by adding your own inspirations along the way.

PROJECT I-C-E TWELVE MAJOR ENVIRONMENTAL CONCEPTS

1. The sun is the basic source of energy on earth. Transformation of sun energy to other energy forms (often begun by plant photosynthesis) provides food, fuel and power for life systems and machines.

2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.

3. Environmental factors are limiting on the numbers of organisms living within their influence. Thus, each ecosystem has a carrying capacity.

4. An adequate supply of clean water is essential to life.

5. An adequate supply of clean air is essential for life.

6. The distribution of natural resources and the interaction of physical environmental factors greatly affect the quality of life.

7. Factors such as facilitating transportation, economic conditions, population growth and increased leisure time influence changes in land use and population densities.

8. Cultural, economic, social, and political factors determine man's values and attitudes toward his environment.

9. Man has the ability to manage, manipulate and change his environment.

10. Short-term economic gains may produce long-term environmental losses.

11. Individual acts, duplicated or compounded, produce significant environmental alterations over time.

12. Each person must exercise stewardship of the earth for the benefit of mankind.

A "Concept Rationale" booklet and a slide/tape program "Man Needs His Environment" are available from the I-C-E RMC to more fully explain these concepts.

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E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 1 - Energy

SUBJECT Music/Science

ORIENTATION Conservation

TOPIC/UNIT Energy Sources

BEHAVIORAL OBJECTIVES

Cognitive:

Reproduce with enthusiasm the singing of work songs.

Affective:

Evaluate your appreciation and knowledge of various energy sources and how they affect us and our environment.

Skills Used:

1. Tone matching.
2. Rhythmic responses.
3. Effective discussion.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. General discussion.
   1. Students recall different types of energy (electricity, heat, gas, transportation).
   2. Students discuss where energy comes from (fossil fuels, dams, nuclear; ultimately from sun).
   3. Discuss how energy is harvested (different machines and how they work).

B. Songs:
   1. "Working on the Railroad"
   2. "Down There" or "Shovelin' Coal"
   3. "Erie Canal"
   4. "Grand Coolee Dam"
   5. Any other work songs

C. Discussion of songs to include how different modes of harvesting energy affect the environment and possible prospects for the future.

Outside or Community:

A. Students bring photographs depicting uses of energy and explain.

B. Possible coordination of Social Studies (work and cultural attitudes) and science projects on energy sources.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Songs listed are only suggestions. Utilize your music texts and learn the work songs included in material available to you. "Work Song Melody" is published by Up With People, PACE Publ. **Audio–Visual:** Records are available on energy source songs. "Grand Coolee Dam" can be found on recording. #MR0314, Ballads for the Age of Science, "Energy and Motion Songs" **Community:**	

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Environmental:

Integrated with:

CONCEPT NO. 2 - Ecosystem

SUBJECT Music

ORIENTATION Interaction

TOPIC/UNIT Part-singing and Appreciation

BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community:
Cognitive: Recognize and/or maintain a given part for performance to the satisfaction of the teacher.	A. Part-singing activity. 1. Students review "Rocka My Soul" and "Joshua Fought The Battle" (choruses only). 2. Class divided into two groups, sing the songs simultaneously. 3. Discuss interaction of the two songs (Questions: Did we stay together? or finish together? Where did we start to fall apart? Why? What went wrong?). 4. Expand discussion to include importance of interrelationships in nature. B. Listening activity. 1. Teacher plays (piano or recording) a simple two-part invention by Bach. a. Play or call attention to individual parts first. (Continued)	
Affective: Accept the importance of the individual parts of a whole composition.		
Skills Used: 1. Tone matching. 2. Maintaining melody line in part singing. 3. Discriminative listening.		

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Audio–Visual: Record player or tape recorder Community:	CLASSROOM (Continued) b. If possible, show students musical score* and tap rhythm of melodic line. c. Emphasize the fact of two melodies acting together to form an harmonious composition. d. Additional recording to maintain interest in the two-part invention: "Switched-On Bach" available from RCA. * Available from G. Schirmer, Inc.

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 2 - Ecosystem

SUBJECT Music/Science (ecology)

ORIENTATION Ecosystems

TOPIC/UNIT Life Dependency Systems

BEHAVIORAL OBJECTIVES

Cognitive:

Create a new song by inventing lyrics that observe the rhythm of the given melody.

Affective:

Evaluate the interrelationships of an ecosystem.

Skills Used:

1. Creative composition.
2. Tone matching.
3. Effective discussion.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Song: "Ecology"*
   1. Learn the song.
   2. Discuss the meaning of the words "ecology" and "ecosystem".

B. Song: "Dry Bones"*
   1. Learn the song.
   2. When the song is learned, have the students invent new lyrics to make an ecology song with the same melody. You may have to discuss some simple life-chains to give them ideas if they are reluctant to try.
   3. Sing "Dry Bones" again with the new words.
   4. Record the selections on tape.

* on attached sheets.

Outside or Community:

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications:	
Audio–Visual: Tape recorder	
Community:	

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"ECOLOGY"

Eb
Bb7
(Chorus:) E- co-lo-gy must be the word fa to-day, word for to-day,
word fa to-day. For if we don't start to clean up to-day, We'll
Eb fine
Ab
end up pol-ing man. (verse:) 1. We lit-ter our land-scapes, we cut down our trees, we
2. we poi-son the wa-ter, we choke up the air, we
Ab
Shoot all our birds and we poi-son the seas.
Kill all the fish and we say we don't care.
Oil and det-er-gents go in-to our streams
How much long-er can we go on this way be-fore we have to
we could go on and on and on, So...
pay and pay? So...
D.C. al fine

Melody for this tune is originally "The Magic Penny"
by Melvina Reynolds

WORDS by 1969 6th grade
Students at MacArthur
Elementary School
Green Bay, Wis.

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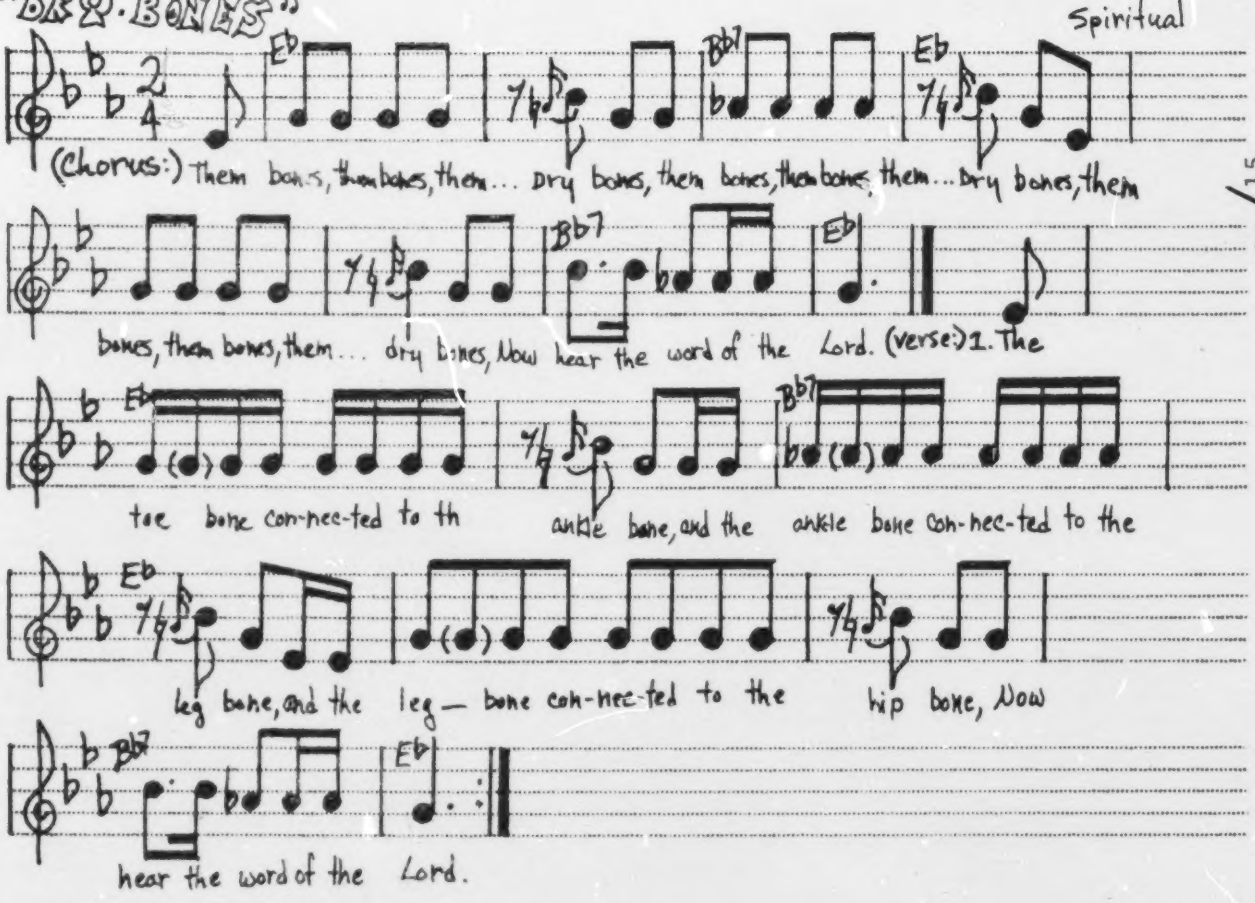
"DRY BONES"

Spiritual


(Chorus:) Them bones, them bones, them... dry bones, them bones, them bones, them... dry bones, them
bones, them bones, them... dry bones, Now hear the word of the Lord. (verse:) 1. The
toe bone con-nec-ted to th ankle bone, and the ankle bone con-nec-ted to the
leg bone, and the leg— bone con-nec-ted to the hip bone, Now
hear the word of the Lord.

2. The hip bone connected to the...back bone
And the back bone connected to the...shoulder bone
And the shoulder bone connected to the...collar bone
Now hear the word of the Lord. (chorus)

3. The collar bone connected to the...neck bone
And the neck bone connected to the...jaw bone
And the jaw bone connected to the...head bone
Now hear the word of the Lord. (chorus)

4, 5 & 6 (Sing the song backwards, beginning)
The head bone disconnected from the...bone, (etc.)

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Environmental:

CONCEPT NO. 3 - Carrying Capacity

ORIENTATION Overpopulation

Integrated with:

SUBJECT Music/Social Studies

TOPIC/UNIT Quality of Life

BEHAVIORAL OBJECTIVES

Cognitive:

Describe the relationship between reasonable human numbers and their cultural habits.

Affective:

Accept the role of music as a reflection of our culture.

Skills Used:

1. Fact finding.
2. Effective discussion.
3. Tone matching.

STUDENT-CENTERED LEARNING ACTIVITIES

In-Class:

A. Use of song to involve students in discussion.
   1. Song: "A-Doublin'"*
      a. Teacher leads discussion of population statistics and demonstrates demographic increases. (How fast doubling in 1600? in 1900? in 2000 A.D.? Why are we doubling faster now? What does this mean as far as consumerism? How fast does the U.S. multiply? How does U.S. rate in the consumer market? What problems does this create?)
      b. Discussion leads to concepts of the world of the future. (What will the population of the world be in 2020? How

(Continued)

Outside or Community:

A. Consultant: Local census bureau official or demography expert from the university.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

From the 1973 Environmental Index:

World pop. 1600 = .5 billion
1900 = 1.6 billion
1970 = 3.6 billion
2000 = 6.2 billion

Increase = 120 people per minute or 1 billion every 12 years.

Audio-Visual:

Film:
Boomsville, ICE RMC, Film #400

Community:

CLASSROOM (Continued)

will our way of life be affected?)

c. Discussion leads to the arts and their place and/or importance as population increases. (What aspects of our life will be the first to be restricted or eliminated? How will this affect the quality of our lives?)

B. Additional related activities.

1. Poem: "Sahra Cynthia Sylvia Stout". (See guide for Music K-3).
2. Movie: "Boomsville".

* on attached sheet

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"A POPULATION BALLAD" *
by Pete Seeger (1969)
(chorus:) We'll all be a-Double-ing, a-Dou-ble-ing, a-Dou-ble-ing, we'll
all be a-Dou-ble-ing in thir-ty-two years. (verse:) 1. Two times two is four;
two times four is eight; two times eight is six-teen, and the hour is get-ting
late....
D.C. al fine
fine
* reprinted from ZERO Population Growth bulletin - 1969

2. Two times sixteen is thirty-two,
   Twice that is sixty-four,
   Next comes one hundred twenty-eight
   Do you really want to hear more? (chorus)

3. Next comes two hundred fifty-six,
   Twice that is five hundred twelve,
   Next, one thousand twenty-four,
   Just figure it out yourself. (chorus)

4. Next two thousand forty-eight,
   Then four thousand ninety-six,
   Eight thousand one hundred ninety-two,
   Some parents are lookin' sick. (chorus)

5. Every eight generations,
   Multiply a thousand times,
   Sixteen makes it a million,
   Some people don't like this rhyme. (chorus)

6. Give it another three hundred years,
   Your children number a billion,
   Keep doubling another millenium,
   You can have another quadrillion. (chorus)

7. Either people will have to get smaller,
   Or the world's gonna have to get bigger,
   Or there's a couple other possibilities,
   I'll leave it up to you to figger. (chorus)

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Environmental:

Integrated with:

CONCEPT NO. 4 - Water

SUBJECT Music/Science

ORIENTATION Clean Water

TOPIC/UNIT Pollution

BEHAVIORAL OBJECTIVES

Cognitive:

Discover various uses of water and methods of dealing with waste.

Affective:

Evaluate your own contribution to water pollution.

Skills Used:

1. Tone matching.
2. Development of tonal memory.
3. Sequential action.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Use of a song to involve students in discussion.
   1. Song: "Litter Blows Over"*
      a. Discuss the sources of water and its uses by the individual, by the class, by the family, and by the city.
      b. Trace the water system of the classroom to and from the room.
      c. Additional song: "Think About Your Troubles"*
      d. Plug up the drain in the classroom sink, use as little water as possible, then examine the water in the basin at the end of the day for color, odor, taste, etc. (Alternative activity: Place off limits all

(Continued)

Outside or Community:

A. School janitor, principal or local sewage plant manager visit class.
   1. Explain and answer questions about the water system, sewage and storm sewage systems.
   2. Visit the local sewage plant.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

Audio–Visual:

Film:
Stream, ICE RMC, Film #320
Kit:
No Time To Waste, ICE RMC, Kit #10

Community:

CLASSROOM (Continued)

drinking fountains but one or all bathrooms but one).

2. Additional songs and activities.
   a. View the movie: "Stream" and discuss.
   b. Use the record "The Sea" by Rod McKuen (RCA) and correlate with an art lesson.
   c. Song "My Dirty Stream" (on attached sheet)-- also on record in kit No Time To Waste.

- - - - -

"Litter Blows Over Our Highways"
(to the tune of "My Bonnie Lies Over The Ocean")

1. The litter blows over our highways,
   The litter blows all 'round our yard,
   If only we'd look for a trash can,
   Earth cleanup would not be so hard.
   CHORUS: Pick up, pick up,
   Pick up the trash that you see (you see),
   Save tax money, save tax money,
   For you and your whole family (family).

2. The bluefish lie dead in the ocean,
   The codfish lie dead in the sea,
   They all died of water pollution,
   Caused by us and some industries.
   CHORUS: Don't swim, don't swim,
   Remember the bluefish and cod (and cod),
   Waste in our sea, waste in our sea,
   We'll kill more than bluefish and cod (poor cod).

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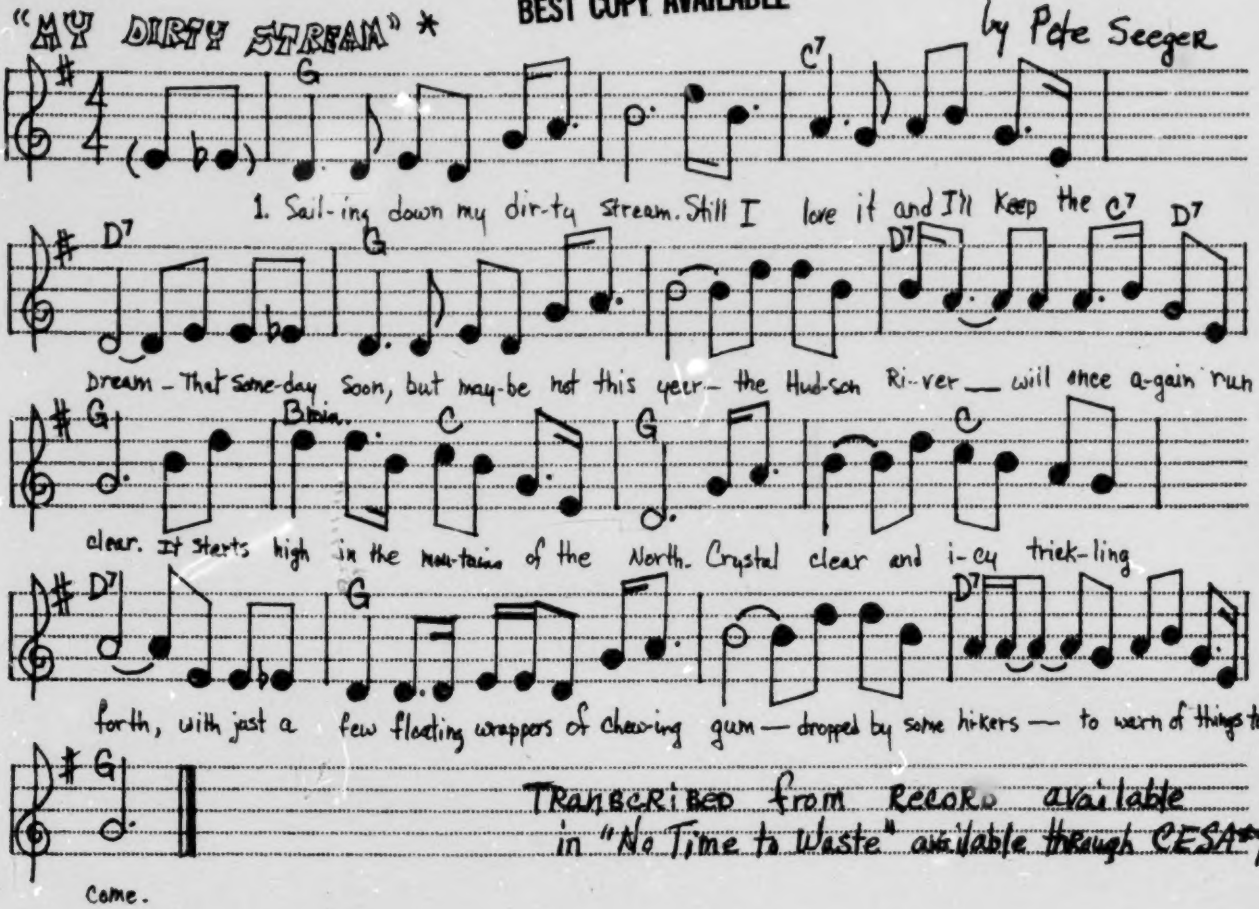

"MY DIRTY STREAM" *
by Pete Seeger
1. Sail-ing down my dir-ty stream. Still I love it and I'll keep the
dream - That some-day soon, but may-be not this year - the Hud-son Ri-ver will once a-gain run
clear. It starts high in the mountains of the North. Crystal clear and i-cy trick-ling
forth, with just a few floating wrappers of chew-ing gum — dropped by some hikers — to warn of things to
come.
TRANSCRIBED from RECORD available in "No Time to Waste" available through CESA 9

2. At Glen Falls, five thousand honest hands
Work at the consolidated paper plant;
Five million gallons of waste a day,
Why should we do it any other way?
Down the valley, one million toilet chains
Find my Hudson a convenient place to drain.
And each little city says "Who me?"
"Do you think that sewage plants come free?"

3. Out in the ocean they say the water's clear,
But our homes are in the city here;
Halfway between the mountains and the sea,
Travelin' to and fro, this thought returns to me:
We went sailing down my dirty stream.
Still I love it and I'll keep the dream
That some day soon, but maybe not this year,
The Hudson River will once again run clear.

BEST COPY AVAILABLE

"THINK ABOUT YOUR TROUBLES" *

Lay NILSSON

[SLOWLY]
G7
C7
Sit be-side the break-fast ta-ble, think a-bout your trou-bles. Pour your-self a cup of tea, then
F7
think a-bout the bub-bles, You can take your tear-drops and drop 'em in a tea-cup, take 'em
Bb
G7
down to the ri-ver side and throw 'em o-ver the side, to be swept up by the cur-rent, then
C7
F
ta-ken to the o-cean to be eat-en by some fish-es who were eat-en by some fish-es and swal-lowed by a
Bb
G7
whale who grew so old — he de-com-posed — He died and left his bo-dy at the bot-tom of the
C7
F7
o-cean. Now, ev-'ry-bo-dy knows that when a bo-dy de-com-pos-es, the ba-sic el-e-ments are giv-en
Bb
G7
back to the o — cean, And the sea does what it ought-a, as soon as sal-ty wa-ter, which is not too good for
C7
F7
drink-in', 'cause it tastes just like a tear-drop, So we ran it through a fil-ter, And it comes out from a fau-cet, where it
Bb
G7
C7
pours in-to a tea-pot, which is just a-bout to bub-ble. Now... think a-bout your troubles, oo ——
F7
Bb
— oo.

* Transcribed from RCA Records LSP-4417

34/25

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 5. - Air

SUBJECT Music/Science

ORIENTATION Clean Air

TOPIC/UNIT Pollution

BEHAVIORAL OBJECTIVES

Cognitive:
Describe your own need and use of air and the elements that may be helpful or harmful to life.

Affective:
Explain the treatment of air to provide a healthy or unhealthy environment.

Skills Used:
1. Tone matching.
2. Objective observation.
3. Fact finding.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Songs: "What Have They Done to the Rain" and "Down With Pollution"*
   1. Students suggest what may have been done to the rain, why and by whom.
   2. Discuss the relationship of air to water in the life process and water cycle.
   3. Discuss the properties of air and its role in the life process.
   4. Discuss the filtering system of the school or home air conditioning, heating and filter system. Include mention of the incinerator or other trash disposal system.
   5. Trace the treatment of the air in the classroom from outside through the heating and cooling

*on attached sheets

(Continued)

Outside or Community:

A. School maintenance man or school architect visit the classroom and explain and answer questions about the air in the school.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications:	CLASSROOM (Continued) system and outside again. B. Additional activities. 1. Play records "The Earth" and "The Sky" and correlate with an art lesson (Rod McKuen-Anita Kerr: RCA).
Audio–Visual:	
Community:	

BEST COPY AVAILABLE

"DOWN WITH POLLUTION"

suggested lyrics

G C G D7
A- mer- i- ca has a big prob-lem to-day. Her fac-tries dis-pose of their
G G C G D7
waste— in lakes and streams and riv-ers once blue. Now na-ture's de-part-ing with
G G C D7
haste. (chorus:) Down with pol- lu-tion, oh down with pol-lu-tion, oh Down with pol-lu-tion to-
G G C D7
day, to-day! Down with pol-lu-tion, oh down with pol-lu-tion, oh save great A- mer- i-
G
ca.

ALTERNATIVE VERSE FOR THE GREEN BAY AREA:

Pollution is here, so take a deep breath,
And smell the odor so strong.
It comes from the Fox, it comes from the Bay,
And paper mills all over town.

Down with pollution, oh, down with pollution,
Oh, down with pollution today, today,
Down with pollution, oh, down with pollution,
And save the Fox and Green Bay!

BEST COPY AVAILABLE

"WHAT HAVE THEY DONE TO THE RAIN?"*

by - Melvina Reynolds

C C7 Dmin G Emin. G7
(Verse:) 1. Just a lit-tle rain, fall-ing all a-round, the grass lifts its head to the
C Amin Emin
heav-en-ly sound; Just a lit-tle rain, Just a lit-tle rain,
F F7 G7 C C7 Dmin G
what have they done to the rain? (Chorus:) Just a lit-tle boy, stand-ing in the rain, the
Emin. G7 C Cmin7 Amin. Emin
gen-tle rain that falls for years; And the grass is gone, the boy dis-ap-pears, And
Dmin Cmin7 F F7 G7
rain Keeps fall-ing like help-less tears, and what have they done to the rain?

30/31

2. Just a little breeze, out of the sky,
The leaves nod their heads as the breeze blows by.
Just a little breeze with some smoke in its eye.
What have they done to the rain? (chorus)

*as sung by Joan Baez
Vanguard Recordings, 1966

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 7 - Land Use

SUBJECT Music/Social Studies

ORIENTATION Man vs. Machine

TOPIC/UNIT Industrial Impact on Environment

BEHAVIORAL OBJECTIVES	STUDENT–CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community:
Cognitive: Describe the conflict found in the song.	A. Use of a song to implement history. 1. Teacher introduces Concept #7 through the social studies class. Emphasize the industrial revolution and its impact on the quality of our lives. a. Learn the song "John Henry" b. Discuss the conflict of man and the machine as brought out in the song. (Questions: Who was John Henry? What was the contest? Why did he want a contest? What did he want to prove? Who won? What did that prove? If John had won and not died, what would that have proved? How would our history have been different?	
Affective: Associate economic and industrial changes with changes in life style and life quality.		
Skills Used: 1. Tone matching. 2. Effective discussion.		

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: The song "John Henry" can be found in most music series found in the classroom. Audio–Visual: Community:	

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 9 - Management

SUBJECT General Music

ORIENTATION Effects of Manipulation of Environment

TOPIC/UNIT Music Appreciation

BEHAVIORAL OBJECTIVES	STUDENT–CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community:
Cognitive: Identify the difference that changes in the music produce and will be able to initiate changes himself.	A. Students select a song or melody that they know or like well. 1. Teacher selects a couple of these songs as examples and plays the melody (on piano, bells or guitar.) 2. To show how easily a song can be changed, teacher plays the same melody in its parallel minor (or p. maj. if the song is min.) key, impressing upon the students that only one or two notes are being changed. 3. Write a simple tune (Mary had a little lamb, for example) on the board. 4. Change either a note (to a rest) or a rest (to a note). 5. Play the tune both ways to illustrate the effect of a single or simple change.	A. Band and orchestra teachers as resource people.
Affective: Accept that a direct and measureable result occurs when he changes his environment.		
Skills Used: 1. Discriminative listening. 2. Playing simple tunes.		

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications:	
Audio–Visual:	
Community:	

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 9 - Management

SUBJECT General Music/Art

ORIENTATION Land Use

TOPIC/UNIT Pollution

BEHAVIORAL OBJECTIVES	STUDENT–CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community:
Cognitive: Interpret the lyrics of the song to the satisfaction of the teacher.	A. Use of a song to involve students in discussion. 1. Song: "Leave Them A Flower"* a. Learn the song. b. Discuss the results of this manipulation of the environment using the lyrics as your guide. c. Correlation with an art class may be a series of four pictures, each an interpretation of a verse in the song. d. Discuss the practices that lead to a "piling" or an "oil slick" etc. e. Discuss possible alternatives. How can man manipulate his environment and avoid the kind of world described in the song?	
Affective: Investigate the possible future consequences of environmental abuses.		
Skills Used: 1. Tone matching. 2. Effective discussion.		

*on attached sheet

(Continued)

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Audio–Visual: Film: Junkdump, ICE RMC, Film #310 Community:	CLASSROOM (Continued) f. Discuss areas of your city that look like areas described in the song (or your country, state, city block). 2. Additional activities. a. View the movie Junkdump available at the ICE RMC. b. Recordings that emphasize caring for the environment. (Examples: Close to You, Carpenters; What The World Needs Now, Bacharach).

BEST COPY AVAILABLE

"LEAVE THEM A FLOWER" *

(Verse:) 1. I speak on be-half of the next gen-er- a- tion, our sons and our daugh-ters, their
chil-dren to come. What will we leave them for their re-cre-a-tion? An
oil slick, a pit-ing, an in- dus-tri-al slum? (Chorus:) Leave them a flo-wer, some
grass, and a hedge-row, a hill and a val-ley, a view to the sea. These
things are not ours to des- troy as we want to; A gift giv-en once for
e- ter-ni- ty.

TRANSCRIBED from RCA RECORDings
(Sung by Ed Ames)

2. We plunder, we pillage, and we tunnel;
Trees lying toppled look up to the sky;
Building a land for machines and computers;
In the name of progress, the farms have to die. (chorus)

3. Fish in the ocean, polluted and poisoned;
Sand on our beaches, all stinking and black;
We in our tankers, banks and investments,
We say, "Never worry, the birds will come back." (chorus)

4. When the last flower has dropped its last petal,
When the last concrete is finally laid,
The moon will shine cold on the nightmarish landscape,
Our gift to our children: the world that we made. (chorus)

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 9 - Management

SUBJECT Music

ORIENTATION Manipulation of Sound

TOPIC/UNIT Playing Instruments

BEHAVIORAL OBJECTIVES

Cognitive:

Given an instrument, demonstrate to the class at least seven different ways of producing sounds on the guitar.

Affective:

Investigate the variety of tones possible in a single musical instrument.

Skills Used:

1. Experimentation.
2. Playing.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Student will be given an instrument to work with.

B. Student will experiment with the instrument to find as many different ways to produce a sound as possible (at least 7). Example: guitar.
   1. Strike back.
   2. Strike sides.
   3. Strike front.
   4. Pluck strings.
   5. Strum strings.
   6. Slide objects on strings.
   7. Play strings with soft mallets.
   8. Retune strings.
   9. Place objects (marbels).

C. Student will demonstrate findings to the class.

D. Other students will make suggestions of other ways to produce sound on the guitar.

E. Other student "specialties" or instrument can also be used.

F. How does this notion reinforce concept of manipulation of environment?

Outside or Community:

A. Band director.

B. Guitar player.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: *Exploring Music*, Grade 7, p. 64-65, Holt, Rinehart and Winston	
Audio–Visual:	
Community:	

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 9 - Management

SUBJECT Music/Art

ORIENTATION Pollution

TOPIC/UNIT Music Appreciation

BEHAVIORAL OBJECTIVES

Cognitive:

Illustrate by drawing pictures a knowledge of how easily things of beauty can be destroyed.

Affective:

Attempt to project how easily things of beauty can be destroyed.

Skills Used:

1. Drawing skills.
2. Listening skills.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Play a recording which would depict a scene of beauty, ex.-Grand Canyon Suite.
B. Have students draw a scene of nature while listening to the music.
C. Have students present pictures to rest of class.
D. Repeat the recording with a tape of cluttered music over the first recording.
E. Ask students to draw over the first picture portraying what they hear with the second recording.
F. Present pictures to class to analyze, discuss, and evaluate in a pollution-minded way.
   1. What did the drawing over do to the first picture?

(Students could go to the park or country and draw a scene and then listen to the second recording. The second piece should be at least two recordings.

Outside or Community:

A. Art teacher as a consultant.
   1. As an art project, the first picture could be done outside.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications:	
Audio–Visual: Tape recorder. Record player. Sunrise: Grand Canyon Suite, Capital Records.	
Community:	

E. S. E. A. Title III – PROJECT I-C-E 59-70-0135-4

Environmental:

CONCEPT NO. 9 - Management

ORIENTATION Conservation

Integrated with:

SUBJECT Music/Science (biology)

TOPIC/UNIT Water, Garbage, Wildlife

BEHAVIORAL OBJECTIVES

Cognitive:
Interpret the lyrics of the songs to the satisfaction of the teacher.

Affective:
Evaluate the abuses of the environment for which man is responsible and possible alternatives to those abuses.

Skills Used:
1. Tone matching.
2. Effective discussion.

STUDENT-CENTERED LEARNING ACTIVITIES

In-Class:

A. Song: "Calico Cat"*
   1. Learn the song.
   2. Discuss the common ways of dealing with the animals in the song, using lyrics as your guide.
   3. Discuss how the boy (last verse) can change things.

B. Song: "Garbage"*
   1. Learn the song.
   2. Use the lyrics to discuss the abuses in the song.

C. Song: "Water Pollution"*
   1. Learn the song.
   2. Compare the lyrics of all three songs and relate to the problems of safe use of the environment.

* on attached sheets.

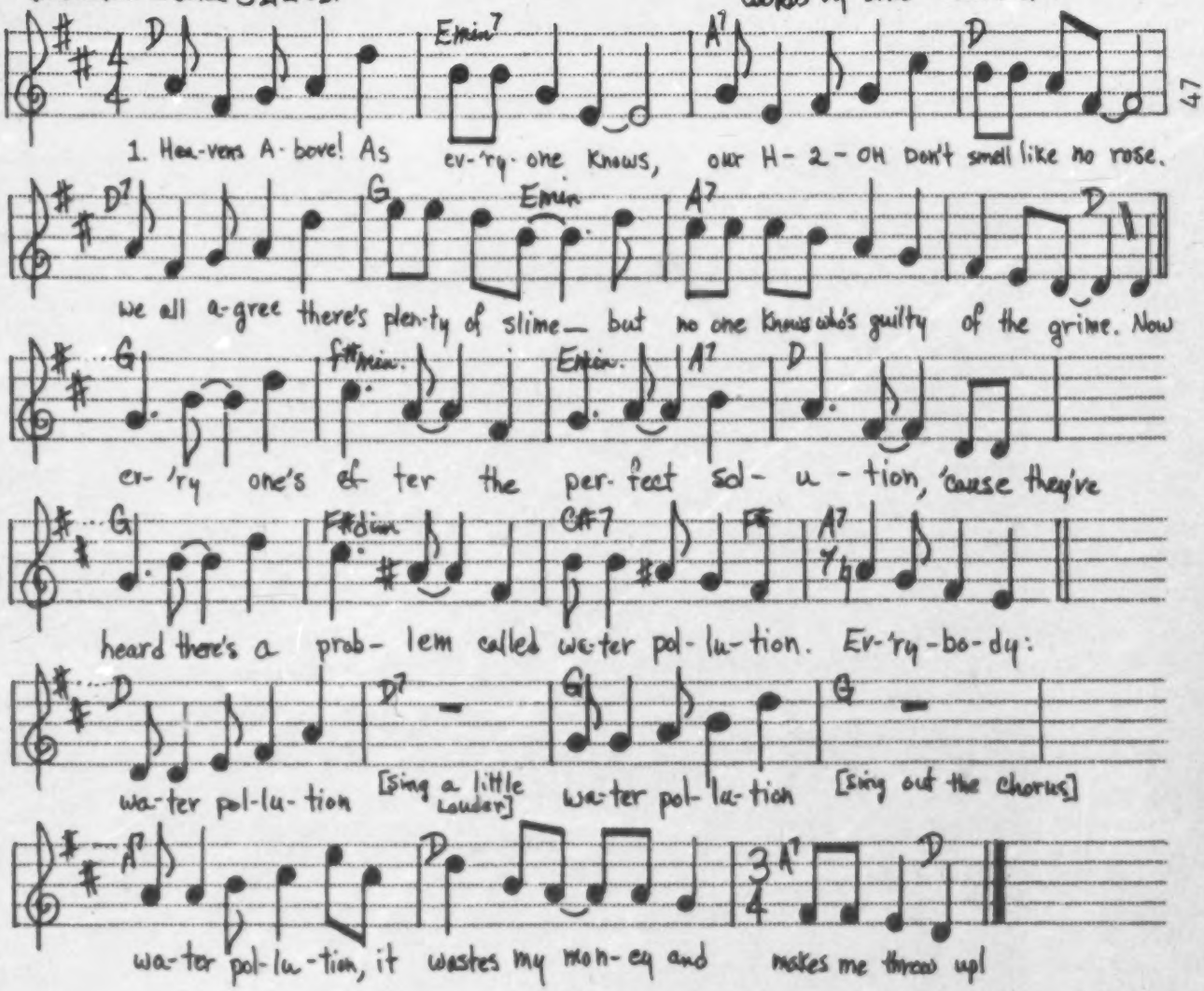
Outside or Community:

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications:	
Audio–Visual:	
Community:	

BEST COPY AVAILABLE

"WATER POLLUTION"

Words by-Dave Peterson



2. The purest of water is used in our beer,
But no one believes they got if from here.
Our water may look the color of booze,
But who would dare to drink that awful ooze?
So everyone's desprate for the perfect solution
'Cause they've heard there's a problem called water pollution.
Everybody: Water pollution (can't see the fish now)
Water pollution (scum on the beaches)
Water pollution; it wastes my money and makes me throw up!

3. Now where oh where can the answer by found?
Just seems like the arguments go 'round and 'round.
We must find a way and act in haste
Or we'll be up to our glasses in the waste.
For our water is far from the perfect solution
And we may have a problem called water pollution.
Everybody: Water pollution (swim in the sewage)
Water pollution (put it on your toothbrush)
Water pollution, it wastes my money and makes me throw up!

BEST COPY AVAILABLE

CALICO CAT" *

Emin
Bmin
C7
1. "I," said the wise old Cal-i-co Cat- "I'll tell you the rea-son that, the
rea-son that the day- is night. 'cause fac-t'ry smoke has
put out the light. Aye did-dle Aye dee id-dle um day, Aye id-dle Aye dee
id-dle um Dare Aye Dee Aye You bet-ter be-ware, or man will van-
ish in-to thin air

* TRANSCRIBED from RECORDING available in KIT "No Time to Waste"

2. "I" said the salmon, with a flipper and a shiver,
"Quit dumping your garbage into my river,
"I bumped my tail on a soda-pop can.
"And my house is a sewer, because of man.
"Aye iddle aye dee iddle um day; Aye iddle aye dee iddle um down;
"Aye dee aye dee iddle um down;
"I'm swimmin' up stream, but you're bringin' me down."

3. "I" said the whale with a whale of a tale,
"I propose men be put in jail
"For pollutin' the ocean, pollutin' the soil,
"And huntin' me down for blubber and oil,
"Aye iddle.....
"Aye dee aye dee iddle um doe;
"If man murders the earth,...there's no place to go."

4. "I" said the leopard with a sob in his throat,
"When they look at me, they see a coat.
"They killed all my fam'ly except for a few;
"And what was left, they put in a zoo.
"Aye iddle.....
"Aye dee aye dee iddle um dive;
"I'll never get out,...of this skin alive."

5. "I" said the little boy, up a tree.
"Have you all forgotten me?
"If I save you, I'll save me too.
"You wouldn't harm me, why should I harm you?
"Aye iddle.....
"Aye dee aye dee iddle um dee;
"If it's up to man...it's up to you and me."

BEST COPY AVAILABLE

"GARBAGE" *

BEST COPY AVAILABLE

2. Mister Thompson starts his Cadillac and winds it up the freeway track
Leaving friends and neighbors in a hydro-carbon haze.
He's joined by lots of smaller cars, all sending gasses to the stars,
There to form a seething cloud that hangs for thirty days
While the sun looks down upon it with its ultra-violet tongues,
Till it turns to smog and settles down and ends up in our lungs.
(chorus)

3. Getting home and taking off his shoes, he settles down with the evening news,
While the kids do homework with the TV in one ear;
While superman for the thousandth time sells talking dolls and conquers time,
They dutifully learn the date of the birth of Paul Revere.
In the paper there's a piece about the Mayor's middle name,
And he gets it done in time to watch the all-star bingo game.
(chorus--this time sing "We're filling up our <u>minds</u> with garbage.")

*Transcribed from WDUZ Radio Broadcasts

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 10 - Economic Planning

SUBJECT Music, Social Studies (Wis. history)

ORIENTATION Land Use

TOPIC/UNIT Exploitation in Wisconsin

BEHAVIORAL OBJECTIVES

Cognitive:

Interpret the song lyrics to the satisfaction of the teacher.

Affective:

Recognize and evaluate instances of exploitation in various areas and situations.

Skills Used:

1. Tone matching.
2. Effective discussion.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Teacher introduces the Concept #10 in the context of social studies or state history unit.

B. Song: "We Like It Here"*
   1. Learn the song.
   2. List on the board the ways man is abusing the land for economic gain, using the song lyrics to guide the discussion.
   3. List the gains and losses of the practices.
   4. Discuss alternatives to these practices.
   5. Discuss other areas other than state (such as the school, town, home, backyard, foreign country, slums or Indian reservation) where you might find the people or land being exploited.
   6. Extra song: "Big Yellow Taxi"*

* on attached sheets.

Outside or Community.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications:	
Audio–Visual: The song "Big Yellow Taxi" can also be found on record in the kit No Time To Waste available at the ICE RMC, Kit #10.	
Community:	

BEST COPY AVAILABLE

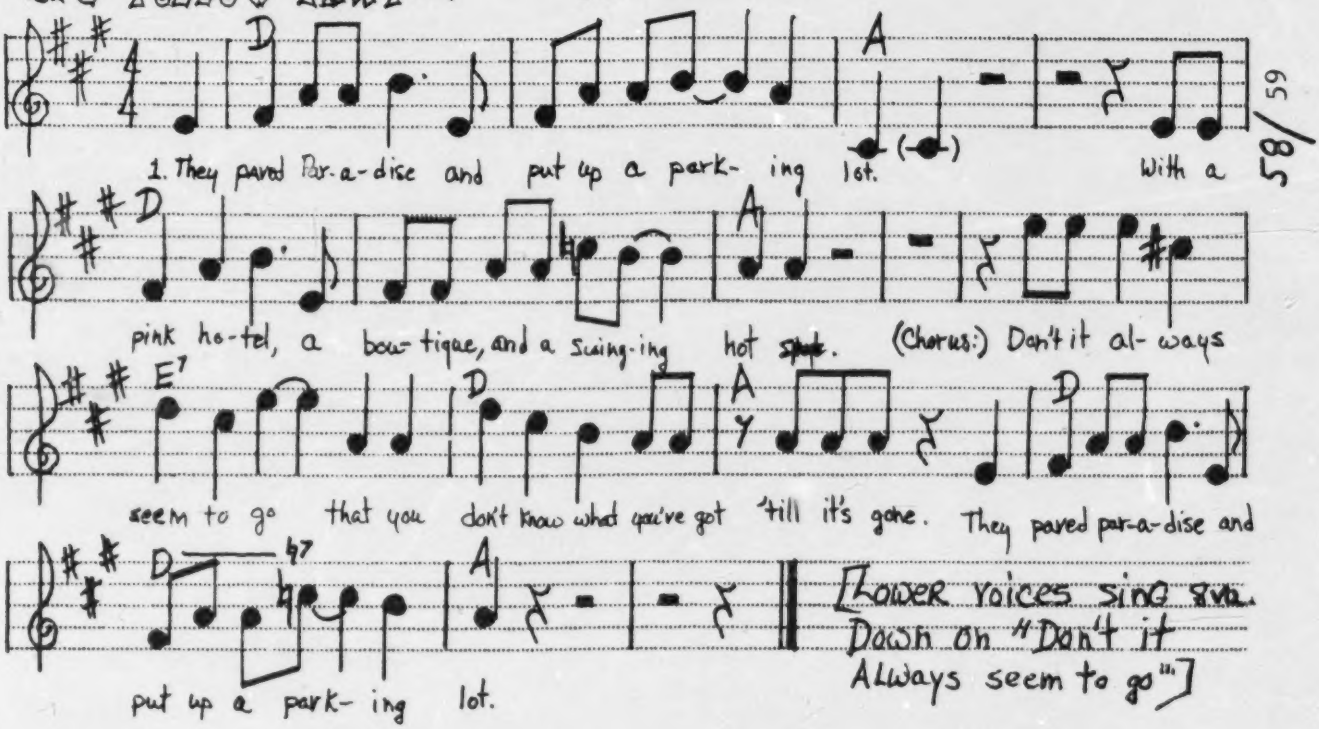
"WE LIKE IT HERE"

by — Dave Peterson

C E7 Am F C
We like it here. In the land of milk and ho-ney and beer. The land of lof-ty
E7 Am F C Dmin G7
pines, ob- scurred by road-side signs, and no-bo-dy can make 'em take 'em down we
C G7 C E7 Am F
fear. — yes, we like it here. Tho' the wa-ters worse ev-'ry year. Now
C E7 F Am
who needs na-ture when you've got the Dells, and pa-per mills with their haun-ting smells? Our
Dmin G7 Dm G C E7
in-dian may be back-ward, but at least he sells. But does he like it here? As
Dm G Dm G Am Em Am Em
long as the boys from Il- li- nois Keep ma-kin' the scene, and they keep Wis-con-sin green, then
Dm G C
we'll a- gree that we like it here.

BEST COPY AVAILABLE

"BIG YELLOW TAXI"*


D
A
1. They paved Par-a-dise and put up a park- ing lot. With a
D
A
pink ho-tel, a bou-tique, and a swing-ing hot spot. (Chorus:) Don't it al- ways
E7
D
A
D
seem to go that you don't know what you've got 'till it's gone. They paved par-a-dise and
D
A
put up a park- ing lot.
[Lower voices sing 8va. Down on "Don't it Always seem to go"]

2. They took all the trees and put 'em in a tree museum.
   And they charged all the people a dollar and a half just to see 'em.
   (chorus)

3. Hey, Brother Farmer, put away that DDT now,
   Give me spots on my apples; give me the birds and the bees, please.
   (chorus)

* TRANSCRIBED from RECORDING available in kit "No Time to Waste"

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental: Integrated with:

CONCEPT NO. 11 - Individual Acts SUBJECT Music/Science (sound)

ORIENTATION Noise Pollution TOPIC/UNIT Listening Experience

BEHAVIORAL OBJECTIVES	STUDENT–CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community:
Cognitive: Identify and recognize common sounds and express an opinion of the effect these sounds have on you.	A. Students list sounds they hear. 1. From the time he wakes until he comes to school, each student lists sounds in order. 2. If possible, students can take a walk to school or a walk around the school yard for listening in class. 3. In the quiet room, students list all the sounds they hear (limit time, example: 3 min.) 4. As the students are listing and listening, leave a tape recorder on to play back later. B. Make a comparison of pleasant and unpleasant sounds; also disturbing and distracting sounds. 1. List in order, softest to loudest. 2. Show filmstrips from kit Our Environment 2. 3. Discuss points brought out in the film.	A. Resource persons. 1. Eye, ear, nose and throat doctor visit class and describe effects of noise on human ear.
Affective: Evaluate favorable and unfavorable sounds in the environment.		
Skills Used: 1. Discriminative listening. 2. Effective discussion.		

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: EPA-Non-technical publications: "Noise in the Environment" "Unwanted By-Product of Modern Life" "The Ultimate Insult" "EPA's Noise-Abatement Program" Conservation News (Vol. 38, No. 12, June 15, 1973) article: "Beyond the Deafening Roar" **Audio-Visual:** Kit: Our Environment 2: Sound and Noise, ICE RMC, Kit #30 **Community:**	

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 11 - Individual Acts

SUBJECT Music, Social Studies (U.S.)

ORIENTATION Quality of Life in the Future

TOPIC/UNIT Pollution

BEHAVIORAL OBJECTIVES

Cognitive:

Interpret the song lyrics to the satisfaction of the teacher.

Affective:

Challenge the threat to life quality in the country in which we live.

Skills Used:

1. Tone matching.
2. Effective discussion.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Song: "Oh, Cancerous"*
   1. Learn the song.
   2. Discuss the validity of the lyrics. (Where, in our area, do we find smoggy skies? asphalt plain? etc. What is wrong with barren hills? dead fish?) Look up vocabulary words.
   3. State each problem and its cause and list on the board.
   4. Additional or substitute song: "Pollution"*

B. Song: "Gee, I'm Looking Forward"*
   1. Learn the song.
   2. Discuss ways to make the future something to look forward to and relate these to the points listed from the first song above.
   2. State each solution and write in beside the first list above.

* on attached sheets.

Outside or Community:

A. PTA or assembly program.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications:	
Audio–Visual:	
Community:	

BEST COPY AVAILABLE

"GEE-I'M-LOOKING-FORWARD"

"Up With People" (PACE publ.)

G Em7 C
Gee! I'm look-ing for-ward to the fu-ture, for in the dis-tance I can
D7 Bm Em Am7 C
see a great new day is dawn-ing in the twen-ty-first cen-tu-ry.
D7 G G+ C G
Yes, I'm look-ing for-ward to the fu-ture. Is it but a dream, or
(to CODA (4 up time)
G Gma7 G G7
could it be re-al-i- ty. like the old Mis-sou-ri we'll roll a-
C Em A C D7
long. Our dream now is bold and strong. And we'll build now un-
C-D7 D.C.
til it's ful-filled, And the world will be filled with the song!
CODA 8 D7 G G+ C Cm
Yes, I'm look-ing for-ward to the future. Now I
G C D7 G
know it's not a dream, we'll make it a re-al-i- ty!

BEST COPY AVAILABLE

"OH CANCEROUS" (tune of "America the Beautiful")

66/67

Oh cancerous for smoggy skies
For pesticided grain.
Irradiated mountains rise
Above the asphalt plain.

America, America, thy birds have fled from thee
Thy fish lie dead by poisoned streams
From sea to fetid sea.

Oh plundered are thy guardian woods
Where silver brooklets flowed.
Thy gullies clogged with cast off goods
Thy barren hills erode.

America, America, no sunshine comes to thee
But bakes thy barren topsoil dry
No wind but blows it free.

Relentless as thy bankers greed,
That for each westward tie
A gandy dancers corpse decreed
Beside the tracks must die.

America, America, thy sins prepare thy doom.
Monoxide cloud shall be thy shroud
And cities be thy tomb.

BEST COPY AVAILABLE

"POLLUTION"*

by Tom Lehrer

1. If you visit A- mer- i- can ci- ty, you will find it
very pret- ty. Just two things of which you must be- ware: —— Don't drink the
wa- ter and don't breathe the air. Pol- lu- tion, Pol- lu- tion, they get smog and
sew- age and mud, Turn on your tap and get hot and cold run- ning crud.
(ending:)
slaugh- ter...
They're drink- ing the wa- ter— and breath- ing (cough...) the
air. ——

*Transcribed from recordings by Tom Lehrer

2. See the halibuts and sturgeons
Being wiped out by detergeons.
Fish gotta swim and birds gotta fly,
But they don't last long if they try.
Pollution, pollution, you can use the latest toothpaste,
And then rinse your mouth with industrial waste.

3. Just go out for a breath of air,
And you'll be ready for Medicare,
The city streets are really quite a thrill,
If the hoods don't get you the monoxide will.
Pollution, pollution, wear a gas mask and a veil,
Then you can breathe long as you don't inhale.

4. Lots of things there that you can drink,
But stay away from the kitchen sink,
Throw out your breakfast garbage, and I've got a hunch,
That the folks downstream will drink it for lunch.
So go to the city, see the crazy people there,
Like lambs to the slaughter,
They're drinking the water and breathing (cough) the air.

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 12 - Stewardship

SUBJECT Music, Social Studies

ORIENTATION Encroachment

TOPIC/UNIT Personal Rights and Opinions

BEHAVIORAL OBJECTIVES

Cognitive:

Set up criteria for an opinion poll and compare the results.

Affective:

Gather information to define the wide variety of opinions and tastes in music.

Skills Used:

1. Conducting polls.
2. Effective discussion.
3. Expression of opinions.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Students write their favorite songs on ballots which are tallied and listed on a chart hung in the room.

B. This activity should continue for some time (several weeks, a semester or a year).

C. At the same time, record should be kept of the top songs, nationwide, on the popularity charts (or the most frequently played songs on the local or most popular radio programs).

D. At the end of the time period, (see B above) students compare their choices with those of the radio or national survey.

E. Discuss the results. (Questions: How many never made the charts? How many did? How does this reflect your personal opinion? Is it fair? Is it an encroachment upon your rights to an opinion or your right to disagree?

Outside or Community:

A. Resource person.
   1. Local disc jockey of radio station explain to the class how and why he selects the records he plays on his program.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications:	
Audio–Visual:	
Community:	